

ECEAP Services Guidance in COVID-19

March 12, 2021

www.dcyf.wa.gov



Washington State Department of
CHILDREN, YOUTH & FAMILIES

What is ECEAP?

Prepares Washington's 3- and 4-year old children who are furthest from opportunity for success in school and life.

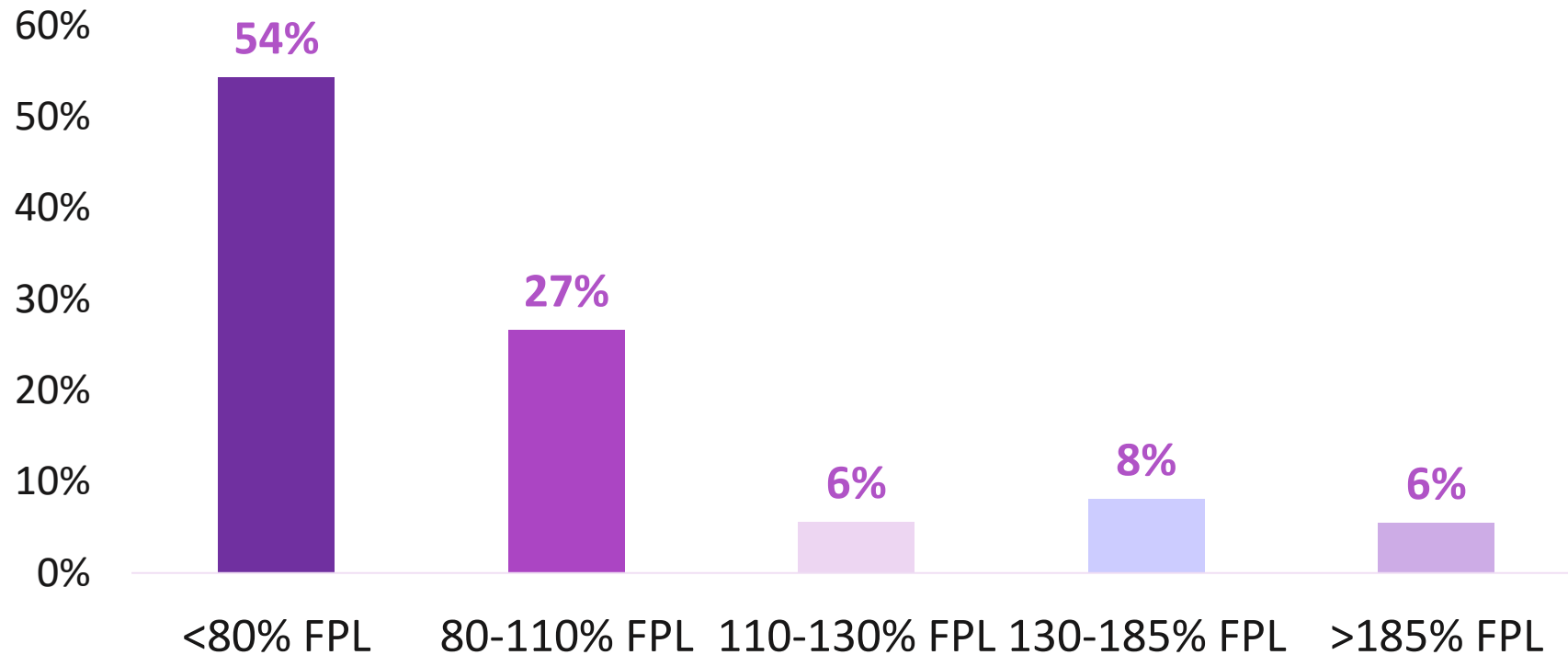
Provides individualized education, family support, health, and nutrition services for the specialized population we serve.

- Increases social-emotional, physical, and pre-academic skills.
- Ensures each child receives medical and dental screenings and care.
- Helps families move toward self-sufficiency and builds their capacity to support their children's success.



Characteristics of ECEAP Children 2019-2020

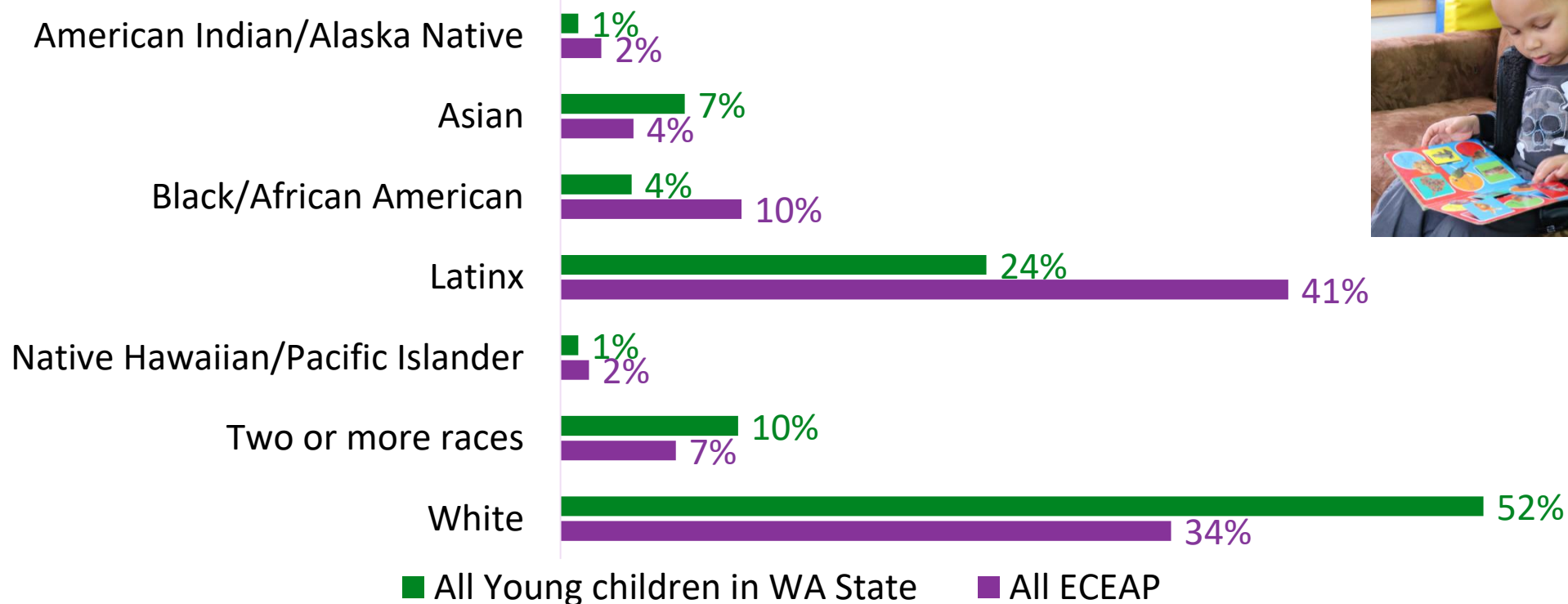
Family Income (% FPL)



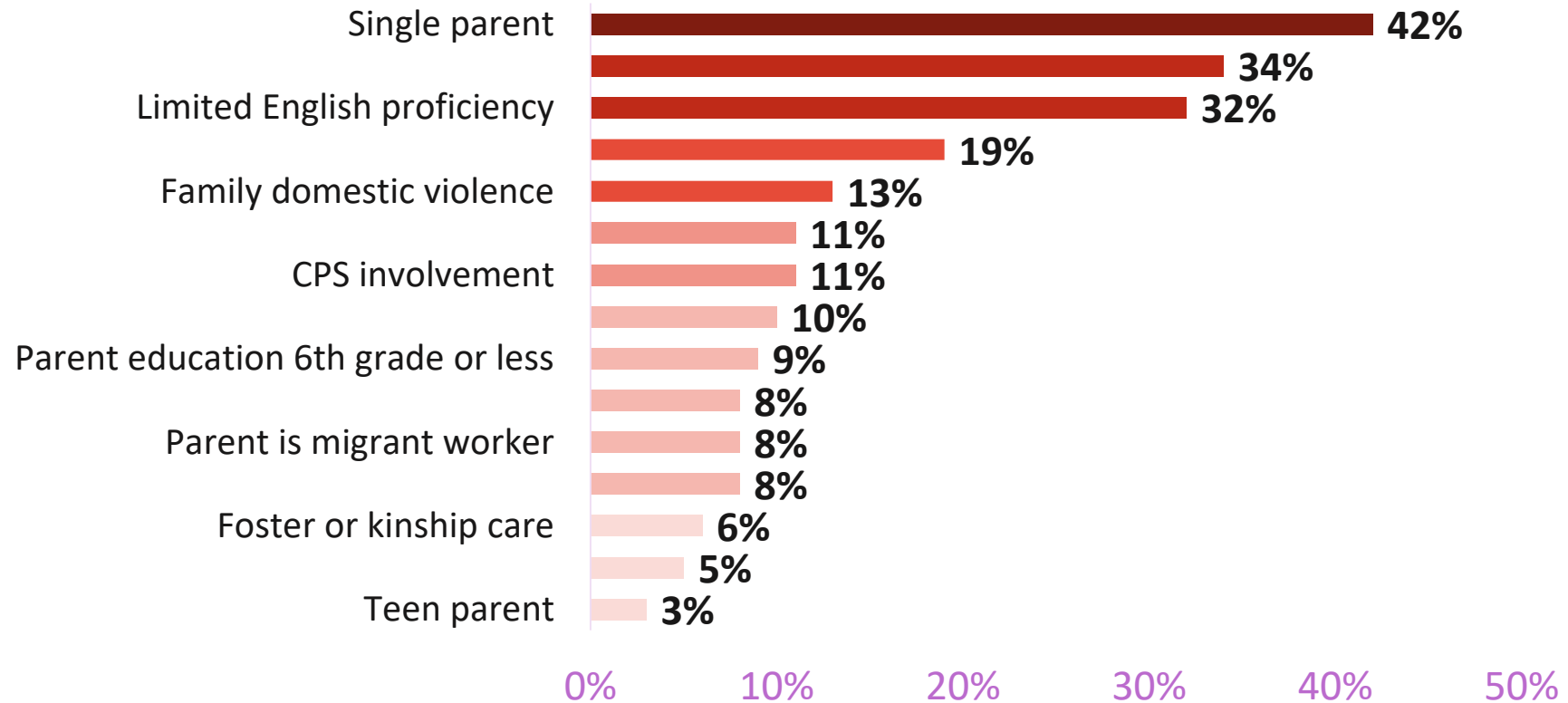
Characteristics of ECEAP Children – Race/Ethnicity

Percentage of Children by Race and Ethnicity:

All ECEAP Compared to All Washington

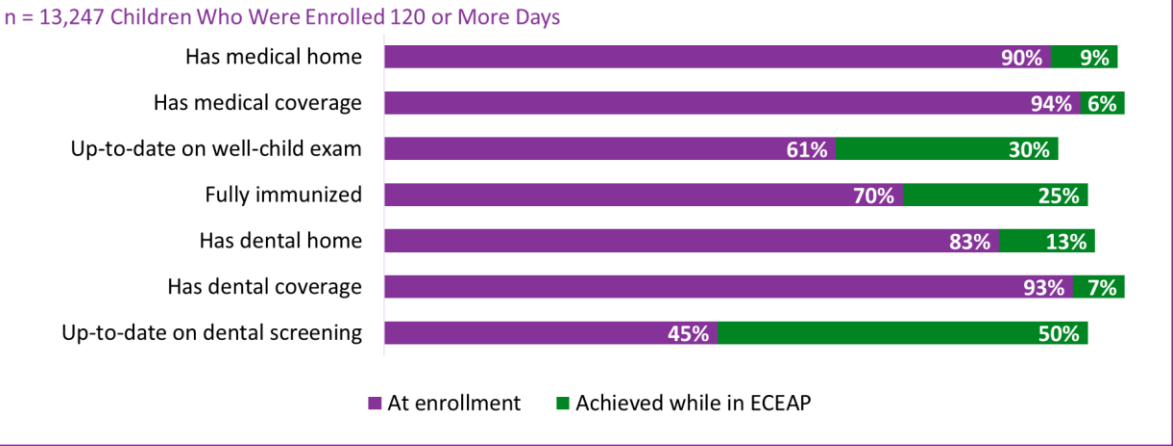


Characteristics of ECEAP Children – Risk Factors

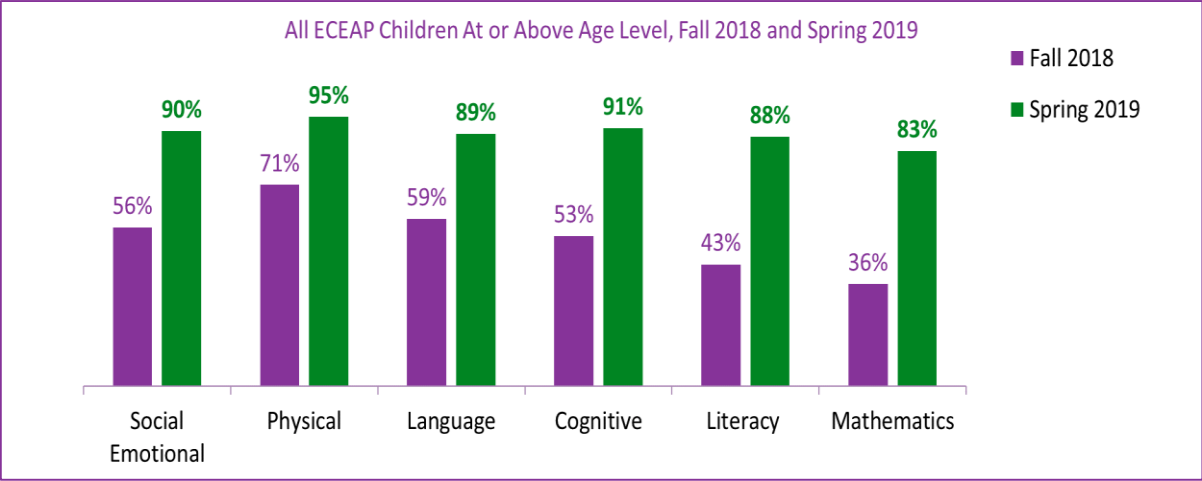


ECEAP Outcomes

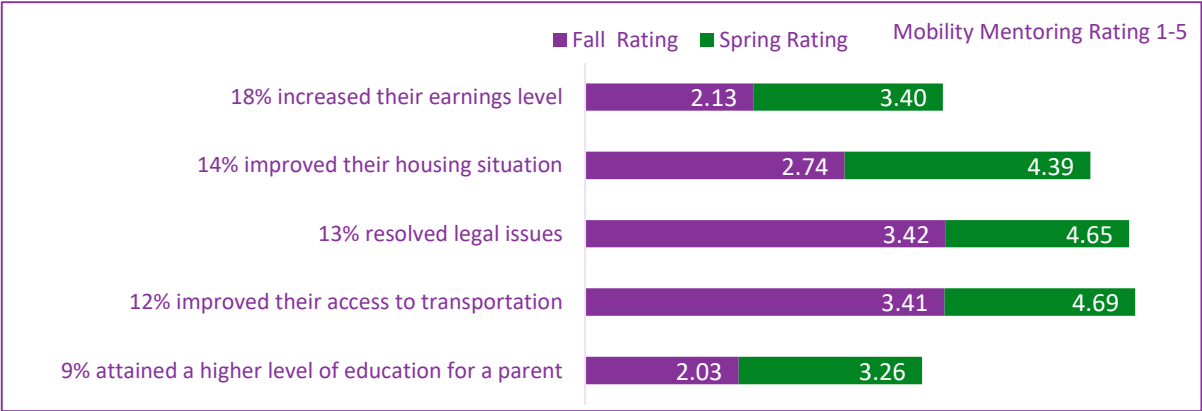
Child Health, 2018-19



Kindergarten Readiness



Child and Family Self-Sufficiency



ECEAP Services in Spring 2020

“Thank you for your encouraging words, Miss Terri, we love reading your words back to him and help him have fun with writing. He reads your emails himself and is working on his tantrums.”



“K wanted to send a video saying she misses you, and she’s been practicing her sorting and writing! She especially loves the videos you’ve sent out, she likes to pretend to be you making a video of sorting and talk to her ‘class’ as she does it.”



DCYF ECEAP Commitment to Creating:

- Enough flexibility so contractors can differentiate service delivery in their own communities in a way that decreases family isolation and allows for robust partnerships.
- Pathways that ensure children and families who are disproportionately impacted by COVID-19 receive services and that opportunities for impact were maximized.
- Advancing racial equity in action for black, indigenous communities, and all other communities of color disproportionality impacted by historical racism. Including creating guidance that did not contribute to racist and oppressive practices and policies.
- Individualized and differentiated services that meet the needs of families, staff and communities.

Important Context

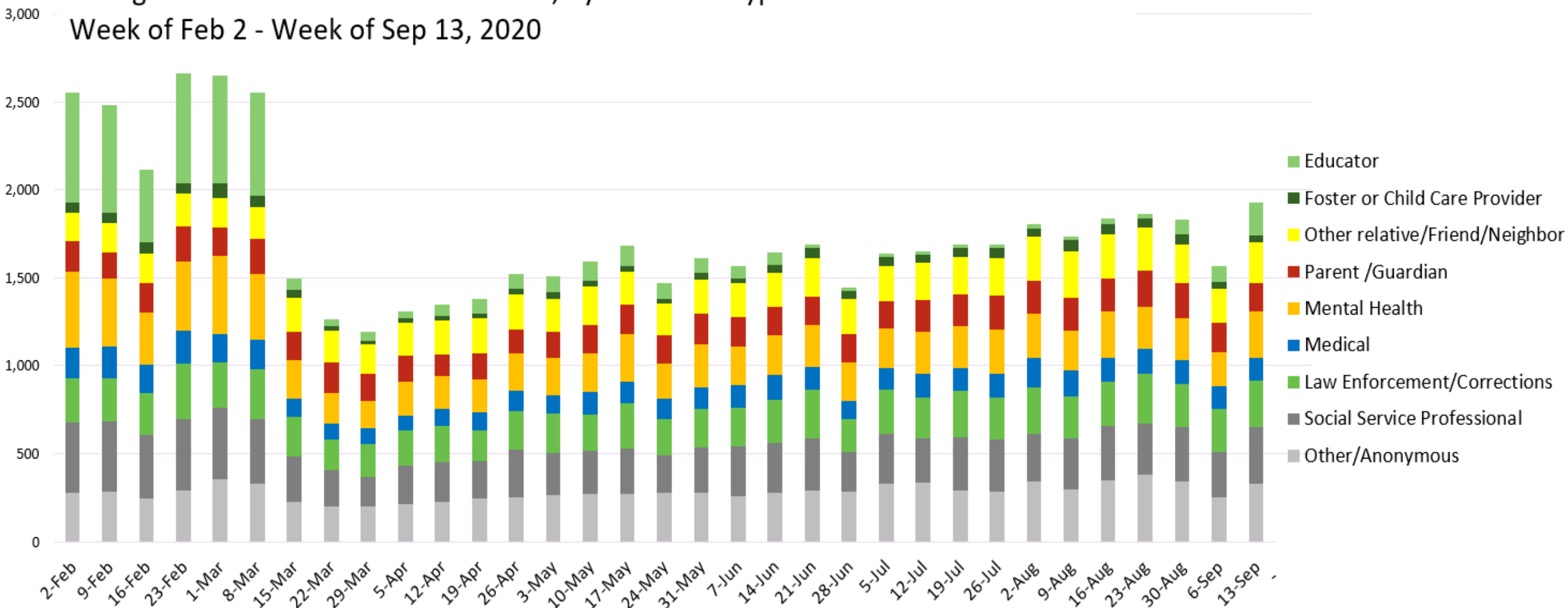
Acting on the best available and most credible scientific knowledge has never been more essential, yet science by itself does not have all the answers. Coming from two very different areas of research, the most highly relevant science-based messages are urging **both supportive relationships and social distancing** as critical priorities. Prolonged physical separation is absolutely necessary to slow down the progression of a pandemic; responsive social interaction is essential for strengthening resilience in the face of adversity.

Reconciling these conflicting necessities and developing effective strategies requires the combined wisdom of **rigorous scientific thinking, on-the-ground expertise, and the lived experiences of a wide diversity of people and communities.** As we pull out all the stops to prevent broader infection, we must also remain vigilant in caring proactively for those who are especially vulnerable to the threat and consequences of social isolation.

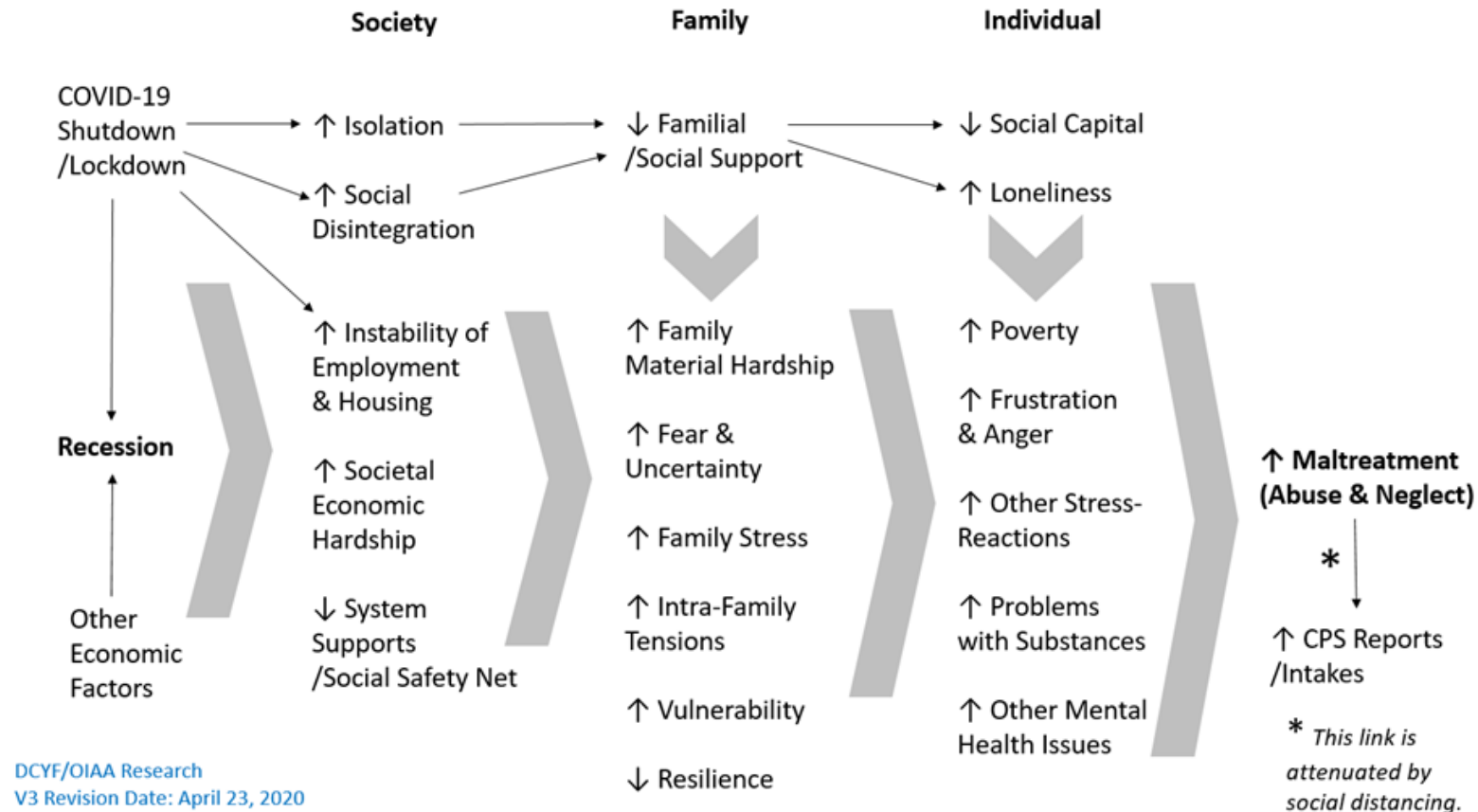
-Harvard Center on the Developing Child



Change in Child Welfare Intake Pattern, by Referrent Type and Week Week of Feb 2 - Week of Sep 13, 2020



Pathways From COVID-19 Shutdown and Economic Recession to Increased Child Maltreatment



ECEAP Services During Spring 2020

ECEAP services during the COVID-19 pandemic in spring 2020 ranged from the following essential services, and more:

- Continuing education for children online and through materials, supplies, and activities.
- Family support resources, support, crisis management, and goal setting.
- Emergency food and meal distribution to ECEAP children and families.

What Does Non-Traditional Remote Services Mean?

Increased Resources for Families and Children

- Front Porch and Bus Delivery/Drop Offs
- Parent Pick Up
- Emailed and Traditional Mail Delivery
- On topics that include, but are not limited to children's educational goals, parenting, health & safety, mental health, financial, nutritional, and distribution of food to decrease food insecurity

Increased Visits with Families

- Differentiated to meet the needs of each family so some families receive more than others depending on need
- Increased connections to others in the classroom community while following social distancing guidance for safety
- Inclusive of all three components of comprehensive services
- Can be combined with online options

Increased Online Supports

- Increased educational, health, and family support resources
- Increased family connection opportunities, including leadership, parent groups, education topics
- Can be combined with Family Visits



ECEAP Service Delivery

In-Person and Non-Traditional Remote Services

- Provided ECEAP comprehensive services with some sites providing in-person services
- Followed DOH guidelines
- Provided NTRS Services to families staying home

Non-Traditional Services

- Provided ECEAP comprehensive services through NTRS including educational and family supports to children and families who needed food, relevant resources and additional supports

Contributed to Larger School Emergency Child Care Efforts

- ECEAP staff supported the school communities they work for by making meals and providing emergency childcare for the children of first responders and hospital staff

Supports Offered through DCYF ECEAP

- Education and Family Support Online Community Forums for over 1,600 staff
- Weekly Webinars for Education, Family Support, and ECEAP Directors
- Weekly Updates to the Q&A ECEAP Page
- Collaborative Mental Health and Health Webinars



ECEAP Education Services During COVID-19

Phase 1	<ul style="list-style-type: none">• Full lesson planning with COVID-19 considerations• Teachers engaging with children through online and in-person instruction• Creating online connections to children through secure group pages• Expansion of classroom activities outdoors• Meeting with families safely about children's educational goals and needs• Individualized supports for children who are demonstrating need, including implementing IEPs• Collecting observations from families, and in-person as applicable• Creating and dispersing educational activities for families and children
Phase 2	<ul style="list-style-type: none">• Same as above with increase in-person contact for children and families at drop off and pick up• Increase transportation services
Phase 3	<ul style="list-style-type: none">• Same as above with continued individualization in classroom participation based on child's health needs, the health needs of family members and family fears
Phase 4	<ul style="list-style-type: none">• Traditional on-site ECEAP services



A Typical Day in the Life of an ECEAP Teacher During COVID-19

Regular phone, email, text communication with families (weekly, daily, or different frequency based on family need)	Creating and loading videos to YouTube around STEM, story time, language, patterning, large motor, sign language	Individual, small group, and large group Zoom meetings with children in class
Delivering bi-weekly individualized educational activity packets to families, based around household items	Language development videos, including videos in Lushootseed (Tulalip ECEAP)	Resources sent to families such as Scholastic, Lakeshore, ReadyRosie, story times, ABC mouse, other online platforms
Reviewing individual learning plan goals for each child with each family, including a large amount of parent input on goals	Conducting observations of children virtually, through parent collection, and through videos and pictures captured by parents	Increased planning time to be able to plan more in-depth for services for children
Emergency child care	Lesson planning, both for the group of children but more for individual children, highly focused on social-emotional domain	Safe home and center visits to work with children and families who needed extra support



We went to Safeway while buying groceries and looked for numbers up to 25. She had a hard time at first to understand that the numbers had to be next to each other. But since she figured it out, she was finding some of the numbers everywhere. She had a lot of fun and loved including her little sister to find some.



A Typical Day in the Life of an ECEAP Teacher Assistant During COVID-19

Supporting teachers in creating weekly lesson plans	Extra paperwork support to Family Support Specialists who are overwhelmed	Mapping family homes and creating delivery schedules based on the maps
Getting the YouTube channel up and running, and maintained	Extra support for teachers in paperwork and reporting	Offering families additional resources, such as health care
Extra one-on-one Zoom calls with children to work on skills that the child needs	Professional development online, such as ECE webinars	Helping parents complete the Ages and Stages Questionnaire
Collecting photos and videos from families	Zoom meetings with coworkers to support online learning	Extra meetings with families to ask what they needed and provide support



“My son is loving all the fun school lessons plans. He does miss school and all his teachers but really enjoys learning no matter what style or type he just loves to learn. Thank you so much for sharing videos it helps me for sure.”



ECEAP Family Support Services During COVID-19

Phase 1	<ul style="list-style-type: none">• Gathering of information from families virtually and in person to complete Mobility Mentoring assessment three times this year• Providing resource materials to families via email, mail, porch drop off, and in-person when applicable• Online parenting education groups and learning opportunities• Providing online or safe social distance parent meet ups in parks and other locations to decrease isolation and increase parent leadership skills• Translation of materials as needed and advocacy and support as parents navigate challenging systems
Phase 2	<ul style="list-style-type: none">• Same as above with gradual increased in-person services
Phase 3	<ul style="list-style-type: none">• Same as above with gradual increased in-person services
Phase 4	<ul style="list-style-type: none">• Traditional on-site ECEAP services



A Typical Day in the Life of ECEAP Family Support Staff During COVID-19

Family support check ins via phone, email, text regularly (weekly, daily or other frequency based on family need)	Gathering supplies for families and distributing, including clothes, food, toilet paper, etc.	Help answering questions and navigating the unemployment system
Professional development including trainings, webinars, and peer learning groups between family support staff	Creating YouTube videos for children and families	Checking in and connecting families to regular medical and dental care throughout COVID-19
Helping families modify and complete their family goals to be more focused on basic needs and family needs during COVID-19	Increasing dialogue with families around fears, confusion, and needs during COVID-19	Increasing community partnerships to meet families needs, such as working hand in hand with food agencies
Coordinating financial assistance for families who lost income	Creating and holding drive through resource fairs	Recruiting and enrolling families for next year with new methods due to COVID-19
Creating and maintaining ways to keep in touch with families, such as social media pages	Encouraging, connecting, and helping families troubleshoot around the education activities (such as Zoom meetings)	Building responsive and creative ways to engage families in parent education during COVID-19

**Please note that a majority of Family Support staff are also the staff who track and support families in meeting enrollment and health requirements*

ECEAP Health Coordination Services During COVID-19

Phase 1	<ul style="list-style-type: none">• Providing meals for pick up or drop off. In-person meals when applicable• Increased meal production for families facing food scarcity issues including weekend meals as needed• Working with families, medical, and dental offices to gather all required health screenings for children who are not attending in-person classes• Completing required screenings on all children attending on-site services• Providing COVID-19 health and nutrition related information in paper, email, or other learning avenues• Provide COVID-19 mental health related information in paper, email, or other learning avenues
Phase 2	<ul style="list-style-type: none">• Same as above with gradual increased in-person services
Phase 3	<ul style="list-style-type: none">• Same as above with gradual increased in-person services
Phase 4	<ul style="list-style-type: none">• Traditional on-site ECEAP services



A Typical Day in the Life of ECEAP Family Support Staff/Health Staff During COVID-19

Assist families with Apple Health: initial registration, navigating the change process when choosing a different provider, etc.	Assist families to locate a medical home, schedule appointment, arrange for transportation as needed	Participate in Zoom consultations in a supportive role as requested by families
Run immunization reports from WAIS and support families to identify and access clinic options for obtaining needed vaccines	Provide information, in family's home language whenever possible, to families regarding COVID-19, open clinics, and COVID-19-safe facilities to access during this time	Individual appointments with child/family virtually to discuss child's health/any parent concerns; conduct questionnaire of hearing, vision, growth, and other screenings with use of interpreter as needed
Video recordings or Zoom demonstrations of healthy habits (hand washing, healthy eating/nutrition, oral hygiene, physical activity/movement)	Serve as the conduit for families with the Health Professionals (Nurses, Nutritionist and Mental Health Consultant) when needed, either for additional information or consultations	Connect families with WIC and other nutrition resources
Partner with parent education professionals to provide parent education events re: nutrition, child development, Health Care Institute, CPR/First Aid	Fax/email medical providers re: well-child exams, immunizations, dental screenings	Develop strategies of conducting growth, vision, hearing, and dental screenings when families are unable to access in-person services



ECEAP Administrative and Enrollment Services During COVID-19

Phase 1	<ul style="list-style-type: none">• Submitting contractor and/or individual site plans for service delivery planning in 2020-2021 to DCYF• Providing professional development training support to ECEAP direct service staff around COVID-19 related topics, such as, but not limited to:<ul style="list-style-type: none">• Overcoming the virtual challenges, bias, and culturally sensitive child assessment• Curriculum planning and implementation from a distance• Supporting individuals suffering from complex trauma and mental health challenges• Attending to your own individual health and mental health as a direct service staff and managing any Complex Trauma experienced by staff• Creating a prioritization process for how to determine which children have the highest priority to receive classroom services first in order to ensure equity• Ongoing documentation of all services provided in ELMS and in Smartsheet as applicable
Phase 2	<ul style="list-style-type: none">• Same as above with gradual increased in-person services
Phase 3	<ul style="list-style-type: none">• Same as above with gradual increased in-person services
Phase 4	<ul style="list-style-type: none">• Traditional on-site ECEAP services





“My son and I watched the video together, we have been reading every night and coloring and counting. I have been trying to come up with more to do with him so I think this program will be useful. Thank you.”



DCYF Supports to ECEAP Contractors Throughout the Pandemic



Increased Education & Family Support Webinars

DCYF ECEAP created weekly webinars driven by feedback from the field in spring 2020. Webinar topics were determined by direct service staff. After July 2020, these moved to monthly webinars. They continue to be offered.

Education Topics:

- Kindergarten Transition
- Trauma-Informed and Healing Centered Practices
- Home Learning and Professional Development Opportunities
- Nature-Centered Experiences in ECE
- Preventing and Responding to Child Abuse and Neglect during the Pandemic (Education Focus)
- Supporting Mental Health
- Buffer ACEs Through Trauma-Informed Care & Mindfulness with Children (Education Staff Focus)
- Resources for Teaching Children about Race and Racism
- Transitions and Summer Learning Activities

Family Support Topics:

- Executive Functioning, Goal Setting, Self-Care, Connectivity, Unemployment
- Resilience
- Mental Health
- Preventing and Responding to Child Abuse and Neglect during the Pandemic (Family Support Focus)
- Recruitment, Eligibility, and Enrollment
- Rental Assistance
- Buffer ACEs Through Trauma-Informed Care & Mindfulness with Children (Family Support Staff Focus)
- Engaging and Supporting Fathers



Recruitment, Eligibility & Enrollment (REE) and Mental Health Webinars

DCYF ECEAP created a series of webinars to meet the needs of enrollment staff and Mental Health Consultants. Supports continue to be provided.

REE Topics:

- Recruiting children and families creatively
- Eligibility technical assistance regarding severe family income changes, CARES Act unemployment, and federal stimulus money
- Cross-agency coordination with Child Welfare Early Learning Liaisons for help recruiting families
- Engaging families in a meaningful way virtually
- Questions and Answers regarding REE requirements during COVID-19
- Pandemic related resources

Mental Health:

- Three Webinars in partnership with Region X T/TA, Head Start Collaboration Office & DCYF – IECMHC.
- These webinars provided space for Infant/Early Childhood Mental Health Consultants serving ECEAP and Head Start.



Virtual Learning Communities

The Basecamp platform provides a space for content specific staff and those who support them to connect and share resources for modified services supports and resources to children and families.

- Space for education/family support staff to share ideas, strategies, and resources with each other
- Space for education staff/family support staff to support each other regarding shared challenges and struggles
- Links to professional development opportunities
- There are:
 - **733** participants in the **Family Support** Basecamp
 - **853** participants in the **Education** Basecamp
 - **206 participants** in the **Recruitment, Eligibility & Enrollment** Basecamp



Director Check-Ins

ECEAP Director Check-Ins were created to be responsive to immediate needs for information, questions and answers, and conversation with ECEAP Directors during the pandemic. Topics from these weekly meetings April 2020 - March 2021 include:

- CACFP & meals
- Modified services plans
- Q&A on how ECEAP services were being adjusted
- Planning for next year/re-opening
- Social distancing and group sizes
- Facilities availability
- PPE and bulk ordering
- Summer ECEAP Services
- Professional Development during COVID (both what DCYF is providing and what ECEAP Contractors are doing)
- Workforce considerations, including high risk individuals
- Virtual and non-traditional remote classroom topics



Director Check-Ins Continued

ECEAP Director's asked that check-in meetings continue and move to bi-monthly meetings beginning in July of 2020

- Access to PPE
- Ongoing assessment during COVID-19, including discussion around observations
- ECEAP slot expansion updates due to budget
- Non-traditional remote services (NTRS) data collection
- Virtual participation and attendance expectations
- Parent leadership and engagement
- Assessment checkpoints
- Developmental and health screening brainstorming
- QRIS re-design
- Small groups divided by ECEAP contractors doing mostly in-person services vs. non-traditional remote services
- Staff resiliency and self-care
- Vaccine information and Q&A with Department of Health representative

ECEAP Services in Fall 2020



“Thank you so much. I cried when I opened the bags [of food]. I still am. Thank you, thank you, thank you! From every cell of my body, thank you!”



Ongoing Goals and Considerations

Education
Opportunities

System of
Advantage



Equity &
Social Justice

Safe,
Developmentally
Appropriate Services



ECEAP Requirements in 2020-21*

Education

- Child assessment
- Educational activities tied to curriculum
- Curriculum planning
- Individualization for children
- Differentiated learning supports for DLL, Children on IEPs, and Black/Indigenous children of color

Family Support

- Family assessment
- Mobility Mentoring activities (goal setting, meetings, follow-ups)
- Connecting families with resources
- Family education, connection, and leadership opportunities
- Ensuring translation and interpretation for families who need it continues

Health

- Ongoing food support and coordination
- Health screenings
- Health coordination

Admin/Enrollment

- COVID-19 related professional development for staff
- Enrollment timeline flexibility (rolling starts, beyond the 30 days)
- Submittal of service delivery planning structure for the year & updates as needed
- Prioritization of children receiving in-person classroom services

**The requirements represented here are core ECEAP requirements. This is not an exhaustive list of all ECEAP Requirements in 2020-2021.*



ECEAP Implementation in the 2020-21 School Year

Phase 1

- Comprehensive ECEAP services continue:
 - In-person for prioritized populations of children and families with staggered starts and alternating class sessions allowable
- Remote for all other children and families

Phase 2

- Comprehensive ECEAP services continue:
 - In-person expanded prioritized children and families, on alternating schedules or lower class sizes
- Remote for the remaining time, with the exception of children and families who need full-time remote services

Phase 3

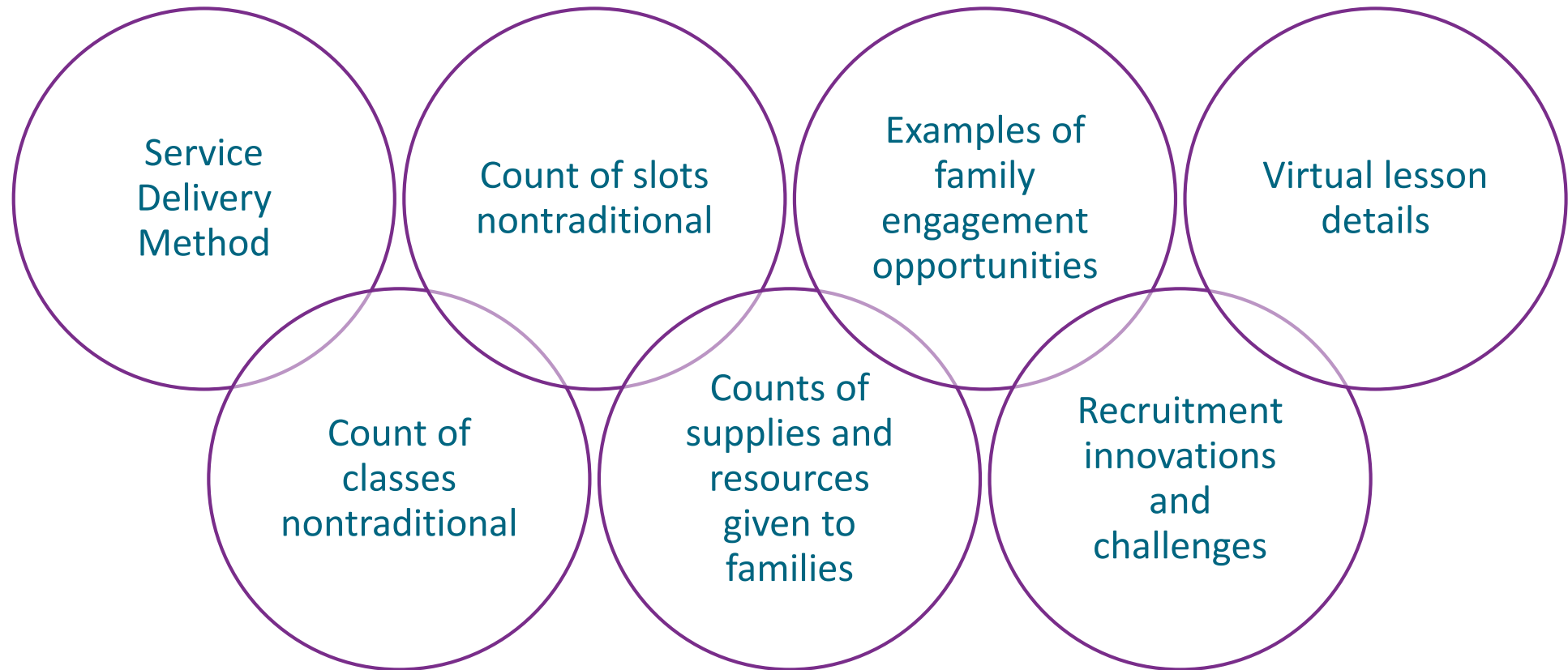
- Comprehensive ECEAP services continue:
 - In-person for most children and families, on alternating schedules or lower class sizes
- Remote for the remaining time, with the exception of children and families who need full-time remote services

Phase 4

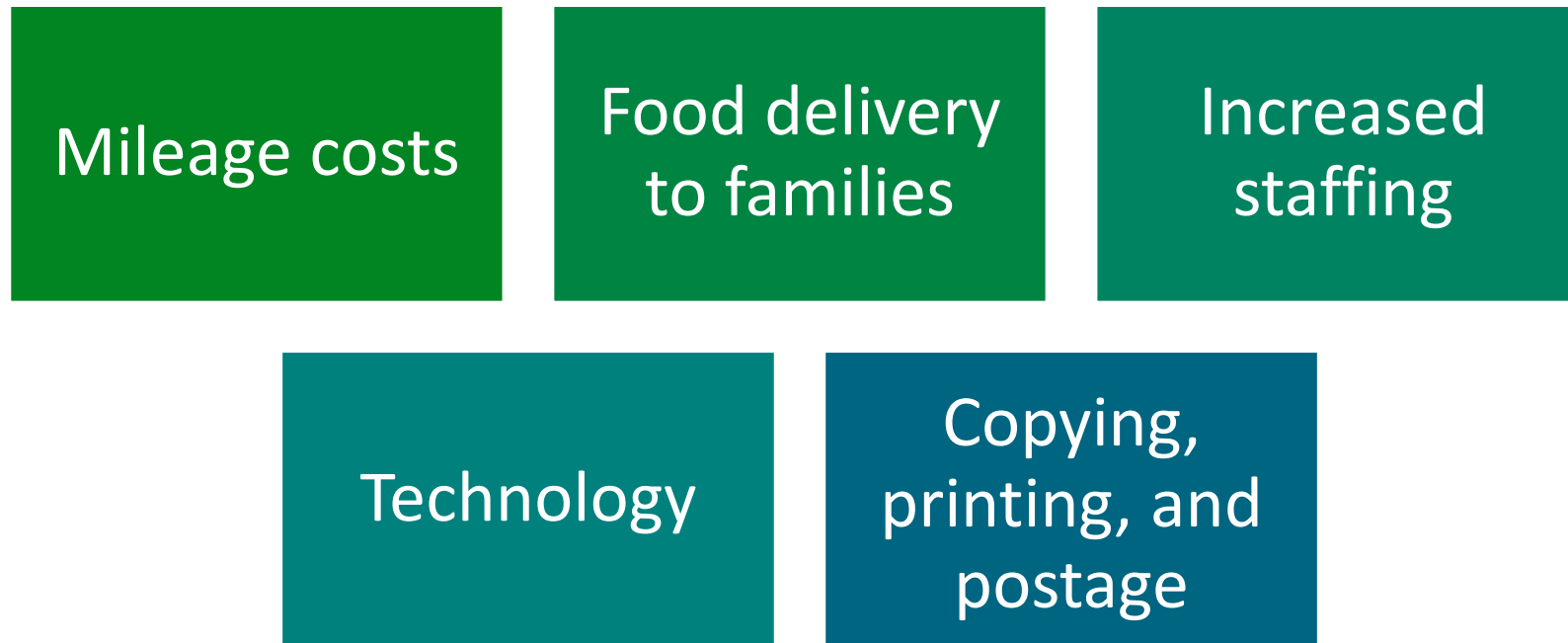
- Comprehensive ECEAP services continue:
 - In person for all children and families; back to mostly normal services with some COVID-related adjustments as still needed, such as masking, social distancing, increased sanitation and individualization for families with medically vulnerable individuals



2020-21 Non-Traditional Remote Services Data Collection



COVID-19 Impacts ECEAP Cost Changes – NTRS



COVID-19 Impacts

ECEAP Cost Changes – In-Person Services

Cleaning
Supplies,
and

Increased
Staffing
Costs

Additional
Classroom
Materials

Staffing overlap
for onsite and
NTRS

Facilities
Costs



Pandemic Qualitative Data: Stories from the Field

- ECEAP Continues Making Positive Differences in the Lives of the Families DCYF Serves
- ECAP and Benton City Rally for Their Neighbors in Need
- Skagit Valley College ECEAP—Building Resilience Through Community
- Tribal ECEAP During COVID-19: Chief Leschi Schools
- Tribal ECEAP During COVID-19: Spokane Tribe
- Bellevue School District Demonstrates that ECEAP is Essential
- Snohomish County ECEAP Stays Connected During COVID-19
- ESD 123 ECEAP—Partnering for Strong Families
- ESD 112 ECEAP Success Stories During the Pandemic
- ECEAP Health Services During the Pandemic

